

Edexcel GCSE

History C - Schools History Project

Paper 1

Specimen Paper

Mark Schemes

Instructions on Marking	Pages 28-30
A1 Britain, c.1815-c.1850	Pages 31-33
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INSTRUCTIONS ON MARKING

1. Principles of Assessment

Examiners are encouraged at all times, to exercise their professional discretion and judgement in the assessment of answers. The schemes that follow are intended only as a guide and may at times be inapplicable to answers that tackle questions in an unusual, though acceptable, manner. Where examiners find it necessary to adapt the mark scheme to the needs of such answers, written comments should make clear the basis on which such decisions were made.

Examiners should at all times mark positively rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand. Examiners should bear in mind that the examination is designed for a wide ability range and should therefore make full use of the whole range of marks available.

2. Date of marking

Do NOT date scripts. Each script should be numbered consecutively.

3. Ticks

The marking of the essay questions is discussed in paragraph 5 below. Ticks need not be used, though examiners may find them helpful as a way of indicating places in which candidates meet the requirements of the mark scheme. There should be no attempt to equate the number of ticks with the total mark for the answer.

4. Addition of marks

Marks for each sub-question should be placed in the right hand margin. The final total for an answer must be ringed and placed in the right-hand margin and transferred to the front sheet. The maximum mark for the paper is 100, including marks for spelling, punctuation and grammar.

5. Marking of Questions

(a) Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The levels are only a guide and it will be necessary therefore, for examiners to use their professional judgement in deciding at which level a question has been answered. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. It is unlikely, however, that candidates with only a superficial knowledge of these topics will reach the higher marks.

Quality of thought should be taken to include the following criteria:

- (i) the extent to which the answer is relevant to the question and is explicitly related to the question's terms;
- (ii) argues a case, when requested to do so;
- (iii) is able to make the various distinctions required by the question;
- (iv) has responded to all the various elements in the question;
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply describes or narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answers as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

6. Maps and diagrams drawn by candidates

A map or diagram which relates directly to the set question, which is substantially accurate and which suggests (*e.g.* by location of places and boundaries) firmer historical understanding of the subject matter than is shown by the candidate's written work alone should receive credit.

7. Shortcomings and errors in the work of candidates

The examiner should indicate shortcomings and errors within the body of the script. The following devices will be useful in this respect and are among those most commonly employed: a wavy marginal line to indicate irrelevance, a cross to indicate error of fact, encirclement or underlining to indicate generally erroneous or unacceptable material, a question mark to indicate a dubious or ambiguous assertion, a capital 'R' to indicate unacceptable repetition, and omission mark to indicate the absence of material that might reasonably be expected. Other devices might also be employed.

8. Comments by examiners on answers and on scripts

Examiners should comment, favourably or unfavourably, briefly or at length, on a part of an answer, a whole answer or a complete script. Such comments are of assistance to Team Leaders and to any others who may have reason to look further at a marked script at a later stage.

9. Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by their Team Leader. They should not try to find extra marks for candidates. It is the duty of an examiner to see that the standard of marking does not vary in any particular area of the mark range.

10. Spread of marks

Undue 'bunching' of marks is very undesirable. In particular, examiners should not hesitate to give high marks, and should go up to the maximum if it is deserved.

11. Rubric offences

- (a) A candidate who offends against the rubric of a paper should have all the answers marked and the best answers counted up to the required number within a particular paper or section of a paper.
- (b) A candidate who offends against the rubric of a question which allows an internal choice should have the entire question marked, and should be credited with the parts best attempted, counted up to the required number. An answer that offends against the rubric and that does not score should be indicated thus: QU. 12. RUBRIC OFFENCE. DO NOT SCORE.

12. Illegibility

Scripts which are impossible to read or which contain offensive or disturbing comments should be marked 'E' on the front cover and forwarded (separately) to the Assessment Leader for History at Edexcel after the script has been marked and the mark recorded. Such scripts will be considered separately by the Chief Examiners at the conclusion of the awarding meeting.

13. Quality of written communication

The marking of the quality of written communication is embedded within the levels for the essay questions. It should not be the sole or dominant reason for selecting a level. You should choose the level and mark within the level which overall best fits the candidates' response.

Students will be assessed on their ability to:

- ÷ present relevant information in a form that suits its purpose
- ÷ ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- ÷ use of a suitable structure and style of writing

In the case of GCSE School's History Project (1336) Paper 1, the marks for quality of written communication will be allocated according to the following criteria.

- Level 1 Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
- Level 2 Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
- Level 3 Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.
- Level 4 Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

1. **A1 - Britain, c. 1815 – c. 1850**

(a) *Study Sources 1,2 and 3.*

What can you learn from these sources about the Chartist movement? (5)

Target **Comprehension and inference from sources (A02)**

Level 1 Simple statement, extracts information from source(s) *e.g. extracts size of gathering from source 3.* (1-2)

Level 2 Developed statement about the movement taking relevant information from at least two sources or makes supported inference from one *e.g. uses information from at least two sources to expand on size of gatherings.* (3-4)

Level 3 Developed analysis, making inferences based on the use of at least two sources in combination *e.g. Uses sources together to show that movement generated concern amongst authorities and the nature of activities of movement which generated this concern.* (5)

(b) *Use your own knowledge to explain why the Chartists were not satisfied with the 1832 Parliamentary Reform Act.* (8)

Target **Recall; analysis of key features; causation and motivation (A01)**

Level 1 Simple statement supported by some knowledge; offers reason(s) *e.g. few had vote.* (1-2)

Level 2 Developed statement supported by relevant knowledge about the deficiencies of the Act or Chartist aims *e.g. details groups still without the vote, or problems of open voting.* (3-5)

Level 3 Analysis supported by appropriately selected knowledge; examines way(s) the Act fell short of Chartist aims. (Note that simple rehearsal of the Six points without additional comment is more characteristic of level 2). (6-8)

(c) ***EITHER*** (i) *Why was a Parliamentary Reform Act passed in 1832?* (12)

OR (ii) *Why were the Chartists unable to gain any of the points in their charter by 1850?* (12)

(i) **Target** **Recall; analysis of cause and consequence (A01)**

Level 1 Simple statement supported by some knowledge; offers reason or valid information *e.g. fear of riots; examples of bribery, corruption.* (1-4)

Level 2 Developed statement supported by relevant knowledge about the movement for reform or the problems of representation pre 1832 *e.g. expands on evils of unreformed system, or describes activities of reformers.* (5-8)

Level 3 Analysis supported by appropriately selected knowledge; shows how factors and events contributed to passage of Act *e.g. analyses strength of middle class movement.* (9-12)

(ii)	Target	Recall; analysis of cause and consequence (A01)	
	Level 1	Simple statement supported by some knowledge; offers reason(s) <i>e.g. they were divided.</i>	(1-4)
	Level 2	Developed statement supported by relevant knowledge about Chartist weaknesses or difficulties <i>e.g. details divisions between groups wanting violent and non-violent action.</i>	(5-8)
	Level 3	Analysis supported by appropriately selected knowledge <i>e.g. shows alienation of support resulting from violent action OR explores resistance within parliament to reform.</i>	(9-12)

2. *What impact did the railways have on employment? Explain your answer.*

Marking note: No credit at any level for the copying stimulus material without elaboration **(15)**

	Target	Recall; analysis of cause and consequence (A01)	
	Level 1	Simple statement supported by some knowledge <i>e.g. comments on the work of navies.</i> Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1-4)
	Level 2	Developed statement supported by relevant knowledge about new jobs and/or jobs lost <i>e.g. Describes, with examples, the development of new jobs both building railways and in other areas, such as seaside towns.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.	(5-8)
	Level 3	Analysis supported by appropriately selected knowledge, which shows gains as well as losses <i>e.g. Shows the impact of the increased speed of railway travel in enabling access to coasts and creating opportunities for leisure and shows the effects of competition on the canal and coach businesses.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9-12)
	Level 4	Sustained argument; explores a range of aspects to demonstrate the overall impact on employment, both indirect and direct as a result of railway development. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.	(13-15)

3. *Did the New Poor Law of 1834 improve the system of poor relief? Explain your answer.*

Marking note: No credit at any level for the copying stimulus material without elaboration (15)

Target	Recall; analysis of cause and consequence (A01)	
Level 1	Simple statement supported by some knowledge; offers valid information or undeveloped statement re. improvement <i>e.g. Costs went down.</i> Spells, punctuates and uses the rules of grammar with reasonable accuracy; uses a limited range of specialist terms appropriately.	(1-4)
Level 2	Developed statement supported by relevant knowledge; describes aspects of new system and links to statement re. improvement <i>e.g. Describes regulation of workhouse life and says new system worse for claimants than the use of outdoor relief.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.	(5-8)
Level 3	Analysis supported by appropriately selected knowledge; aspect(s) of New Poor Law are examined using clear criteria for improvement <i>e.g. Shows reduction in costs to ratepayers and opportunities for education as improvements, OR examines aspects of regulation and discipline showing that these were not improvements on the system of outdoor relief for the poor.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9-12)
Level 4	Sustained Judgement supported by precisely selected information. Examines a range of aspects as level 3 and weighs their implications in terms of criteria for improvement in order to reach a conclusion. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.	(13-15)

4. A2 - The American West c. 1840 – c. 1895

- (a) Study Sources 4,5 and 6.

What can you learn from those sources about the way of life of the Plains Indians in the nineteenth century? (5)

Target Comprehension and inference from sources (A02)

Level 1 Simple statement, extracts information from source(s) e.g. *hunting buffalo.* (1-2)

Level 2 Developed statement about way of life, taking relevant information from at least two sources or making supported inference from one source e.g. *uses source(s) to describe nomadic lifestyle and importance of the buffalo.* (3-4)

Level 3 Developed analysis, making inferences based on the use of at least two sources in combination e.g. *Uses sources to show key role of buffalo in the way of life; the linkage of lifestyle to the need to follow buffalo and also explores the changes implied in source 6.* (5)

- (b) Use your own knowledge to explain why there was conflict between the white Americans and the Plains Indians in the 1850s and 1860s. (8)

Target Recall; analysis of causation (A01)

Level 1 Simple statement, offers reason (s) e.g. *conflict over land.* (1-2)

Level 2 Developed statement supported by relevant knowledge about reasons for conflict e.g. *expands on the differing approaches to use of land, or the problems generated by the gold rushes.* (3-5)

Level 3 Analysis supported by appropriately selected information e.g. *shows how the clash of cultures and lifestyles and the competition for land lead to specific disputes and/ or failure of agreements.* (6-8)

- (c) **EITHER** (i) Explain why the Plains Indians lost the Plains Wars even though they had won the Battle of Little Big Horn? (12)

OR (ii) Explain how the actions of the United States government between 1876 and 1895 weakened the Plains Indians' way of life? (12)

- (i) **Target** Recall; analysis of cause and consequence (A01)

Level 1 Simple statement supported by some knowledge; offers reason(s) or valid information e.g. *won because of Custer's mistakes at Little Big Horn.* (1-4)

Level 2 Developed statement supported by relevant knowledge about Plains Indians' disadvantages, or answer focused primarily on reasons for victory at LBH with links to eventual defeat e.g. *expands on Custer's mistakes and adds statement to say U.S. determined to crush Indians afterwards.* (5-8)

Level 3 Analysis supported by appropriately selected knowledge e.g. *examines the implications of the Indian victory for the humanitarian/Ohard-line policies.* (9-12)

(ii)	Target	Recall; analysis of cause and consequence (A01)	(12)
	Level 1	Simple statement supported by some knowledge <i>e.g. offers information about reservation life.</i>	(1-4)
	Level 2	Developed statement supported by relevant knowledge. At this level the answer may focus primarily on weakening of way of life or on actions of government, with linkage to weakening effect <i>e.g. expands on loss of buffalo and the difference between reservation and traditional ways of life.</i>	(5-8)
	Level 3	Analysis supported by appropriately selected knowledge of 1880s and 1890s <i>e.g. Explores implications of actions for the undermining of traditional way of life: new approaches to dealing with tribal council and chiefs which undermined their authority; land grants which challenged traditional attitudes to land; etc.</i>	(9-12)

5. *How important was the discovery of gold to the settlement of the American West before 1860? Explain your answer.*

Marking note: No credit at any level for the copying stimulus material without elaboration **(12)**

	Target	Recall; analysis of cause and consequence (A01)	
	Level 1	Simple statement supported by some knowledge <i>e.g. hundreds of prospectors in the gold rush.</i> Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1-4)
	Level 2	Developed statement supported by relevant knowledge about the gold rush and settlements <i>e.g. Describes the growth of mining towns and of Salt Lake City.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.	(5-8)
	Level 3	Analysis supported by appropriately selected knowledge <i>e.g. Shows role of gold: increasing the numbers going West; need for providers of services to support large communities of prospectors; growth of new settlements.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9-12)
	Level 4	Sustained argument which explores the significance of gold rushes in the context of the pre-existing trends and the establishment of settlement independent of the lure of gold. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.	(13-15)

6. *How important were the railroads in solving the farming problems the homesteaders faced on the Plains?* (15)

Marking note: No credit at any level for the copying stimulus material without elaboration

Target	Recall; analysis of cause and consequence (A01)	
Level 1	Simple statement supported by some knowledge; identifies a contribution of railways or other factor <i>e.g. Railways transported machinery</i> . Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1-4)
Level 2	Developed statement supported by relevant knowledge about benefits of railways to farmers <i>e.g. Gives examples of machinery transported and links to connected problems</i> . Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.	(5-8)
Level 3	Analysis supported by appropriately selected knowledge; in addressing ‘how important’, answer may concentrate predominantly on the importance of other factors or on examining a range of ways railways reduced the problems <i>e.g. breaking down isolation, increasing numbers of settlers; transporting goods and machinery more easily to the homesteads, increasing access to markets for grain etc.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9-12)
Level 4	Sustained argument which weighs and balances the importance of railways and other factors [legislation, new technology etc.] in coming to an overall conclusion. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.	(13-15)

7. **A3 Germany c. 1919 – c. 1945**

(a) *Study Sources 7,8 and 9.*

What can you learn from these sources about the problems of the Weimar Government? (5)

Target **Comprehension and inference from sources (A02)**

Level 1 Simple statement, extracts information from source(s) *e.g. worthless bank notes.* (1-2)

Level 2 Developed statement about problems, taking relevant information from at least two sources or makes supported inference from one *e.g. describes problem of inflation shown by worthlessness of notes.* [Extensive description from own knowledge rather than sources peg at bottom of level 2.] (3-4)

Level 3 Developed analysis, making inferences based on the use of at least two sources in combination *e.g. challenge to authorities and prompted by inflation/ Ruhr/shown in Putsch.* (5)

(b) *Use your own knowledge to explain why many Germans hated the Versailles peace settlement which ended the First World War.* (8)

Target **Recall; analysis of key features (A01)**

Level 1 Simple statement supported by some knowledge *e.g. Germany forced to accept it.* (1-2)

Level 2 Developed statement supported by relevant knowledge about unpopular terms of the treaty *e.g. details amount of reparations and describes resentment.* (3-5)

Level 3 Analysis supported by appropriately selected knowledge *e.g. shows resentment of nature and content of treaty: dictated peace and war guilt cause; reduction in power: forces and land.* (6-8)

(c) **EITHER** (i) *Explain why the Weimar Republic did not survive.* (12)

OR (ii) *What part did the Wall Street Crash play in the growth of the Nazi party in the years 1929-32? Explain your answer.* (12)

(i) **Target** **Recall; analysis of cause and consequence (A01)**

Level 1 Simple statement supported by some knowledge *e.g. strength of Nazis.* (1-4)

Level 2 Developed statement supported by relevant knowledge about the weaknesses of or problems of Weimar *e.g. Details the impact of the Wall St Crash and links to unpopularity of government.* (5-8)

Level 3 Analysis supported by appropriately selected knowledge. Shows how factors and events contributed to Weimar weakness *e.g. Influence of Versailles treaty; Impact of Wall St Crash; Nazi party appeal and tactics.* (9-12)

(ii) Target	Recall; Analysis of cause and consequence (A01)	
Level 1	Simple statement supported by some knowledge <i>e.g. growth in unemployment.</i>	(1-4)
Level 2	Developed statement supported by relevant knowledge about the impact of WSC or the reasons for the growth of the Nazi party <i>e.g. details appeal of election promises put out by Nazis 'our last hope'.</i>	(5-8)
Level 3	Analysis supported by appropriately selected knowledge which shows the implications of the Crash for the growth of the party <i>e.g. Shows the importance of Crash in ending the stability of the 'Golden Twenties', sees significance of this for growth of Nazi support.</i>	(9-12)

8. *How important was the Reichstag Fire in increasing Hitler's support in 1933? Explain your answer.* **(15)**

Marking note: No credit at any level for the copying stimulus material without elaboration

Target	Recall; analysis of cause and consequence (A01)	
Level 1	Simple statement supported by some knowledge; offers a contribution or valid information <i>e.g. communists blamed.</i> Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1-4)
Level 2	Developed statement supported by relevant knowledge which links the Fire to growth of support <i>e.g. says communists were weakened and details the actions taken against them after the Fire.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.	(5-8)
Level 3	Analysis supported by appropriately selected knowledge; examines use made of the Fire. For the top of this level answers should also acknowledge other factors which increased support <i>e.g. shows Fire used as a pretext; scope of arrests; creation of climate in which further anti-democratic measures could be taken.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(8-12)
Level 4	Sustained judgement. Reaches reasoned conclusion supported by precisely selected knowledge <i>e.g. In reaching conclusion, explores the significance of the Fire (as level 3) and the role and motives of other figures and political parties and the pressures on them.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.	(12-15)

9. *Why were (i) the Churches and (ii) other political parties so weak in their opposition to Hitler?* (15)

Marking note: No credit at any level for the copying stimulus material without elaboration

Target **Recall; analysis of cause and consequence (A01)**

Level 1 Simple statement supported by some knowledge; offers reason(s) *e.g. activities of SS*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

Level 2 Developed statement supported by relevant knowledge about weaknesses or Nazi' strengths *e.g. describes powers of Gestapo*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (5-8)

Level 3 Analysis supported by appropriately selected knowledge. At this level answers may be more secure on either churches or political parties, but must address both to reach top of level *e.g. shows effect of division and mutual distrust amongst political parties and shows how fear or control inhibited action*. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

Level 4 Sustained argument supported by precisely selected knowledge, showing how division together with fear and control inhibits action. Analyses using precisely selected examples both how government action and control prevented more opposition. At this level answers must explore the motives and actions of both groups. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (13-15)

10 B1 – Medicine

(a) Study Sources 10 and 11.

How similar are Sources 10 and 11 in their ideas about the cause of disease? Explain your answer (5)

Target Comprehension and inference of continuity (A02)

Level 1 Simple statement supported from source or by some knowledge *e.g. both talk about air.* (1)

Level 2 Developed statement supported by relevant knowledge; infers similarity or difference and supports *e.g. shows agreement on origin of problem: from the air. Or shows difference in Source 2 which contains/displays more advanced ideas.* (2-3)

Level 3 Shows the difference, based on the scientific explanation present in 11 and supports; compares precisely using both sources. (4-5)

(b) Study Source 12 and use your own knowledge.

Use your own knowledge to explain why the causes of so many diseases were discovered at this time. (10)

Target Recall; analysis of cause and consequence (A01)

Level 1 Simple statement supported by some knowledge *e.g. germs known; new microscopes.* (1-3)

Level 2 Developed statement supported by relevant knowledge about advances at the time *e.g. describes the development of the germ theory and links to discovery of cause of diseases.* (5-7)

Level 3 Developed explanation supported by appropriately selected knowledge *e.g. Shows how the development of the germ theory provided the theoretical base for experiments and gives examples of work on diseases which followed from it.* (8-10)

(c) Study Source 13 and use your own knowledge.

What impact did the National Health Service have on public health care in the middle of twentieth century? Explain your answer, using the source and your own knowledge. (10)

Target Recall; analysis of cause and consequence; comprehension and inference (A01: 8 marks) and (AO2: 2 marks)

Level 1 Simple statement from source or own knowledge *e.g. treatment free.* (1-2)

Level 2 Developed statement using source and supported by relevant knowledge about NHS services *e.g. describes in detail treatments available free on the NHS OR offers changes.* (3-7)

Level 3 Analysis of impact supported by appropriately selected information; makes explicit comparisons with the pre-1948 situation to support statements of impact *e.g. Shows that women/children gained considerably from greater access to free health care with a precise analysis of the extent to which previous provision failed to cater for them.* (8-10)

11. *Medicine in the Middle Ages was held back rather than helped by medical books from the Ancient World. Do you agree? Explain your answer.* (15)

Marking note: No credit at any level for the copying stimulus material without elaboration

Target	Recall; Analysis of key features; consequence (A01).	
Level 1	Simple statement supported by some knowledge; offers a help or hindrance <i>e.g. some of Galen's ideas were wrong.</i> Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1-4)
Level 2	Developed statement supported by relevant knowledge; develops one aspect or offers valid statement related to both <i>e.g. describes Galen's mistakes which derived from the dissection of animals rather than humans.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.	(5-8)
Level 3	Developed explanation supported by appropriately selected knowledge; Analyses either help or hindrance <i>e.g. Shows the implications of reliance in medical training of theory and disputation OR explores, giving examples, the importance of the transmission of knowledge from one generation to the next.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9-12)
Level 4	Sustained argument. Reaches reasoned conclusion based on analysis of implications of medical books as both help and hindrance. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.	(13-15)

12. *Did the more important changes in the training of doctors happen in the sixteenth century or the nineteenth century? Explain your answer.* (15)

Marking note: No credit at any level for the copying stimulus material without elaboration.

Target	Recall, analysis of key features; consequence (A01)	
Level 1	Simple statement supported by some knowledge; offers a change(s) <i>e.g. C16th improved training, more practical.</i> Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1-4)
Level 2	Developed statement supported by relevant knowledge; makes a statement about change and provides relevant information about V's work <i>e.g. describes how his dissections differed from those of Galen and says training was more practical.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.	(5-8)
Level 3	Developed explanation of change supported by appropriately selected knowledge. Shows impact on medical training <i>e.g. Shows the implications of V's work for challenging both the ideas and methods of medical training; less reliance on the works of the ancients; more reliance on practical work and observation.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9-12)

Level 4 Sustained analysis of impact supported by precisely selected knowledge *e.g. analyses the nature and extent of change in both centuries and the impact on training; may argue for C16 as a significant break in approaches to training or c19th as marking advent of genuine and enforceable professionalism.* Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (13-15)

13. *How important was Lister's development of antiseptics for progress in surgery in the nineteenth century? Explain your answer.* (15)

Marking note: No credit at any level for the copying stimulus material without elaboration

Target **Recall; analysis of cause and consequence (A01)**

Level 1 Simple statement supported by some knowledge; offers a contribution or provided relevant information *e.g. use of carbolic spray.* Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

Level 2 Developed statement supported by relevant knowledge about the use of antiseptics *e.g. describes use of carbolic spray to improve operations.* Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (5-8)

Level 3 Developed explanation of importance supported by appropriately selected knowledge *e.g. Discusses problems of infection in more complex operations and shows role of antiseptic surgery in enabling these to be developed more safely.* Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

Level 4 Sustained evaluation of importance supported by precisely selected knowledge *e.g. shows role of antiseptic surgery as level 3, but also evaluates its impact in the light of contemporary resistance and poor application. Discusses extent to which significance limited in practice before full acceptance of germ theory.* Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (13-15)

B2 – Crime and Punishment

14 (a) Study Sources 14 and 15.

Why were each of these punishments used in these periods? Use your own knowledge to explain your answer. (5)

Target **Recall: understanding of key features (A01)**

Level 1 Simple statement supported by some knowledge *e.g. to shame/deter.* (1-2)

Level 2 Developed statement supported by relevant knowledge about the nature or purpose of punishments *e.g. describes how they were a punishment or expands on purpose to deter by shaming.* (3-4)

Level 3 Analyses nature of punishment in context and links closely to purpose *e.g. effect of stocks in small community: to deter through humiliation; public ridicule; known to bystanders.* [Note: must deal with both for top of level in L1 and L2 and in order to access L3] (5)

(b) Study Source 16 and use your own knowledge.

Why was it so difficult to deal with smugglers in the eighteenth century? Use the source and your own knowledge to explain your answer. (10)

Target **Comprehension and inference; recall; analysis of cause and consequence (A01:6, A02:4)**

Level 1 Simple statement from source or own knowledge *e.g. magistrates dare not convict; smugglers popular.* (1-2)

Level 2 Developed statement supported by relevant information *e.g. expands on prevalence of/support for smuggling.* Answers must go beyond the examples given in the sources to score above 4 marks. [answers based on sources or own knowledge alone, peg at 4 marks] (3-7)

Level 3 Developed explanation supported by appropriately selected information. Analyses problem(s) of law enforcement. Must address both those evident in the source and other reasons to go beyond mid level *e.g. Shows how reason(s) inhibited effective law enforcement: high tariffs; popular attitudes; organised communities; etc.* (8-10)

(c) Study Sources 17 and 18 and use your own knowledge.

What impact has the motor car had on crime and on law enforcement? Use the sources and your own knowledge to explain your answer. (10)

Target **Recall; analysis of consequence; change. Comprehension and inference (A01:7, A02:3)**

Level 1 Simple statement supported from source or own knowledge; offers a change/difference *e.g. gives example(s) of new law(s): against drink driving or new crime.* (1-3)

Level 2 Developed statement supported by relevant information *e.g. expands on changes brought about by motor car; new laws on speeding and drink-driving etc.* Answers making no reference to material in sources may not score above 5 marks. Answers limited to material in sources should be placed in level 1. (4-7)

Level 3 Developed explanation supported by appropriate information. Analyses impact of motor car on either crime or law enforcement *e.g. shows the implications of the motor car for making new laws necessary* **OR** *considers how far new crimes have been created or simply new version of theft etc.* (8-10)

15 *How much did methods of preventing crime and punishing criminals change between 400AD and 1500? Explain your answer.* (15)

Marking note: No credit at any level for the copying stimulus material without elaboration

Target **Recall; evaluation of change (A01)**

Level 1 Simple statement supported by some knowledge; offers aspect(s) of prevention or punishment *e.g. kept the hue and cry*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

Level 2 Developed statement supported by relevant knowledge. Expands on changes or descriptions of methods *e.g. explains the workings of tithings and hue and cry*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (5-8)

Level 3 Developed explanation supported by appropriately selected knowledge; analyses nature of change and or continuity and exemplifies *e.g. shows importance of community in law and order throughout the period*. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

Level 4 Sustained analysis of change and continuity supported by precisely selected knowledge; sustains level 3 analysis over a range of considerations in each context and over the whole period to come to an assessment of the extent of change *e.g. Uses knowledge of later middle ages to show new emphasis on punishment of offender rather than compensation of victim, but argues for overall continuity in the emphasis on community 'policing' evidenced by use of tithings and hue and cry*. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (13-15)

16. *Compare the ways in which the Kett rebels and the General Strikers challenged the authorities. How similar were they?* (15)

Marking note: No credit at any level for the copying stimulus material without elaboration

Target **Recall; analysis of key features (A01).**

Level 1 Simple statement supported by some knowledge; offers a similarity or difference or valid information *e.g. Kett rebellion against the king*. No credit for copying stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

- Level 2** Developed statement supported by relevant knowledge. Must be developed re both instances to go beyond 6 marks *e.g. Describes the Kett rebellion and aspects of the general strike and offers or implies a comparison.* Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (5-8)
- Level 3** Developed analysis supported by appropriately selected knowledge; Examines either the nature or extent of challenge to support a conclusion re similarity or difference *e.g. explores nature of aims, manifestations of challenge, areas involved etc to support an analysis of the nature or extent of threat and hence similarity or difference.* Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)
- Level 4** Sustained argument supported by precisely selected information. Analyses both the nature and extent of challenge to support a reasoned judgement re extent of similarity. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (13-15)

17. *Witches in the sixteenth century.*
Conscientious objectors in the twentieth century.
Race relations laws in the twentieth century

Choose **two** from the list above and use your examples to explain why attitudes to some crimes changed over time.

(15)

Marking note: No credit at any level for the copying stimulus material without elaboration

(b) Target Recall; analysis of cause and consequence (A01)

- Level 1** Simple statement supported by some knowledge; offers reason or valid information *e.g. witches hanged in C16; witches feared.* Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)
- Level 2** Developed statement supported by relevant knowledge; EITHER describes attitudes or treatment OR offers reasons for change *e.g. details the actions taken against witches.* Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (5-8)
- Level 3** Developed analysis supported by appropriately selected knowledge. Is able to show the influence of contextual factors/attitudes in changing responses to one chosen example and provides relevant information re other choice to detail change *e.g. shows influence of improved medical understanding on decline in the belief in witches.* Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)
- Level 4** Sustained analysis supported by precisely selected information. Is able to examine the contextual influences in relation to both examples in order to explain changing attitudes. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (13-15)